Discussion of Possible Use of Survey Instruments in
Accreditation Site Visits
April 2011

Overview of This Item
Accreditation staff has discussed the possibility of developing and using surveys to collect information that would supplement what is gained through interviews during the accreditation site visit. The information from the surveys would be gathered prior to the site visit and only for those constituencies that are hard to get to the institution for interviews during weekdays. There is a precedent of using surveys for institutions with multiple sites during revisits within California's system. In addition, the Teacher Education Accreditation Council (TEAC) uses surveys to gather information prior to its site visits. This is an information item to invite COA members to discuss the issue and provide guidance to staff.

Staff Recommendation
To direct staff to develop and bring to a future COA meeting a proposal including prototypes of surveys for particular constituencies and a plan to pilot test the surveys during appropriate site visits during the 2011-12 year.

Background
The revised accreditation site visit focuses on collecting information through interviews with faculty, candidates, completers, administration, employers, etc. The program documents will have been reviewed two years prior to the site visit with the expectation that all program standards will be preliminarily aligned before the site visit. This allows program cluster site visit team members to focus on verifying information gained through the documents by interviewing individuals who are currently or have recently participated in the program. These interviews include constituents from multiple educator preparation programs at the institution (e.g., candidates from multiple subject, single subject, and education specialist in the same interview) and enable site team members to listen for consistency (or inconsistency) across programs rather than boring down into details of a single program. These "sampling interviews" have been working well as long as constituents are available during the days and hours of a site visit.

Many of the institutions being visited provide weekend and/or evening classes to accommodate working students. Another accommodation is to develop teaching sites or centers that are close to students' homes and work, but that are dispersed across a large distance (e.g., University of Phoenix has sites in Northern California, the Central Valley, Riverside, Los Angeles, and San Diego). In the past, a variety of procedures have been used to collect information directly from a representative sample of constituents across distant sites. Some site visits have required that team members travel to distance locations to interview groups of constituents (sometimes during the week before the site visit begins) while other site visits have been able to use videoconferencing equipment to bring interviewees to the site team. On one revisit to an institution with widely dispersed sites, the team lead and consultant developed surveys for particular groups to ensure the team had information about those groups' experiences at the institution but without requiring the time and cost of flying team members to those locations.

Similarly, TEAC uses surveys to collect anonymous information from program constituents prior to the site visit. The TEAC auditors develop follow-up questions after analyzing survey results. Staff has been given electronic files of these surveys to borrow from or build upon should the COA support this endeavor. A sample of a TEAC candidate survey is included as Appendix A.

Accreditation staff proposes a pilot project in which staff would develop draft surveys to collect anonymous information from candidates, adjunct faculty, employers, and completers; constituent groups who are difficult to interview in groups during the site visits and who, therefore, may be underrepresented in the information used by the team to develop findings and an accreditation recommendation. The staff could adapt TEAC questions or develop others that are specific to California's standards such as: feedback on the quality of preparation provided by the program, the adequacy of training and support for learning skills in critical areas such as teaching English learners, the adequacy of the program's structure for helping candidates integrate theory with classroom practice, and the range of field/clinical experiences. The staff anticipates developing one survey for each constituent type for all preparation programs rather than developing program-specific questions. Once approved for use, staff proposes to selectively pilot the surveys in the 2011-12 year for site visits or re-visits to institutions that have multiple sites separated by long distances. Staff would then report back to the COA about the use of these surveys in the pilot.

Next Steps
If COA concurs with the concept, staff will prepare an agenda item for the June 2011 COA meeting with the proposed pilot surveys.

Appendix A

CANDIDATE SURVEY

Your teacher education program is currently being considered for accreditation by the Teacher Education Accreditation Council (TEAC) in Washington, DC. Your candid opinion about the program is particularly valuable and we hope you will take five minutes to respond to the statements in the survey below. Your responses are confidential to TEAC and will not be made available to your program faculty or administrators.

For each item please select the word or phrase which best describes your assessment. You may also add comments that clarify, explain, or elaborate your answers.

1. My understanding of my teaching field

Inadequate	Barely Adequate	Adequate	More than Adequate	Excellent	Not Applicable
1	2	3	4	5	0
Comments					

2. My understanding of the methods of teaching

Inadequate	Barely Adequate	Adequate	More than Adequate	Excellent	Not Applicable
1	2	3	4	5	0
Comments					

3. My ability to teach in a caring manner

Inadequate	Barely Adequate	Adequate	More than Adequate	Excellent	Not Applicable
1	2	3	4	5	0
Comments					

4. My ability to teach students who are very different from me culturally

Inadequate	Barely Adequate	Adequate	More than Adequate	Excellent	Not Applicable
1	2	3	4	5	0
Comments					

5. My ability to use educational technology in my teaching

Inadequate	Barely Adequate	Adequate	More than Adequate	Excellent	Not Applicable
1	2	3	4	5	0
Comments					

6. My ability to grow professionally by learning things on my own

Inadequate	Barely Adequate	Adequate	More than Adequate	Excellent	Not Applicable
1	2	3	4	5	0
Comments					

7. The courses in my program where I learned

    7a. My subject matter

Inadequate	Barely Adequate	Adequate	More than Adequate	Excellent	Not Applicable
1	2	3	4	5	0
Comments					

The courses in my program where I learned

    7b. The various methods of teaching

Inadequate	Barely Adequate	Adequate	More than Adequate	Excellent	Not Applicable
1	2	3	4	5	0
Comments					

The courses in my program where I learned

7c. How to actually teach

Inadequate	Barely Adequate	Adequate	More than Adequate	Excellent	Not Applicable
1	2	3	4	5	0
Comments					

8. The faculty who taught me

8a. My subject matter

Inadequate	Barely Adequate	Adequate	More than Adequate	Excellent	Not Applicable
1	2	3	4	5	0
Comments					

The faculty who taught me

8b. The various methods of teaching

Inadequate	Barely Adequate	Adequate	More than Adequate	Excellent	Not Applicable
1	2	3	4	5	0
Comments					

The faculty who taught me

8c. How to actually teach

Inadequate	Barely Adequate	Adequate	More than Adequate	Excellent	Not Applicable
1	2	3	4	5	0
Comments					

9. The facilities (classrooms, equipment, media, etc.) in my program

Inadequate	Barely Adequate	Adequate	More than Adequate	Excellent	Not Applicable
1	2	3	4	5	0
Comments					

10. The services available to me outside the classroom to help me in my studies (e.g., library, writing center, counseling, career advice, financial aid, computer center).

Inadequate	Barely Adequate	Adequate	More than Adequate	Excellent	Not Applicable
1	2	3	4	5	0
Comments					

Please tell us a little about yourself and remember that what you tell TEAC will be held in the strictest confidence.

Name_____

Email address_____

Grade point average_____

Teaching field_____

Gender_____